

## CHAPTER I

### INTRODUCTION

In chapter one, the researcher presents the research background, research problem, research objective, scope and limitation, research significance, and definition of key terms.

#### 1.1 Research Background

Sociolinguistics aspects affect the language user in every context. As a social person, somebody tends to deliver a communication when they meet someone, it could be about whether, a simple question about how was their day, or rather just single hello (Trudgil, 2000). Language and society cannot be separated as Trudgil (2000) mentioned language is the ‘bridge’ in making people into relation. There are many communication acts a person used related to its sociolinguistics term, an example of the contexts which mostly people used daily is semantic and pragmatic. Yule (2010) in his book “*The Study of Langue*” explains that the meaning of semantic and pragmatic. Semantic is the recognition of words meaning and pragmatic is the recognition of words meaning or speaker meaning in their utterance, thus pragmatic reviews in the study of hidden meaning context. The pragmatic theories is also clarified before the concept from Yule’s by another researcher which is Leech in 1983. Leech (1983) suggests that pragmatic is the study of meaning in the situation that happens with systematic pattern and rule to discover particular languages preference in situational meaning. Moreover, the meaning of semantic according to Yule (2010) is the study of the meaning of words,

phrases, and sentences. Yule (2010) also argues that in the semantic analysis there is always an attempt to focus on what the words conventionally mean, rather than on what a speaker might want the words to mean on a particular occasion.

The way to learn pragmatic and semantic can be achieved by a class instruction or manual reading. However it needs effort and time to do this learning, the process to learn pragmatic and semantic needs a bigger understanding of sociolinguistic aspect. The learner should understand the basic purpose of why language and society can blend together. Therefore, this study field is supposed to be delivered in a higher education or university level when the learner already have minimum knowledge and related background studies. Semantic and pragmatic enrolls in a study of meaning, both are same however semantic explain the 'visible' meaning and pragmatic showed the 'invisible' meaning. For instance, in some cases we understand that swearing or curse is an impolite act in social but we can measure how close someone if they are using bad language and substitute it with casual greetings. In this phenomenon, we need a bigger understanding of discourse of language and people custom because language use can be vague.

Based on the explanation above, it proves that in learning the language or when the language applied, we should also consider the existent of semantic and pragmatic. Language users are expected to understand those two contexts in order to fully mastering an advanced language use. Language learner should know how to find the meaning behind a spoken word or phrase otherwise the language will not communicative to them. Jong (2002) states that the requirement of language learner to fully achieved pragmatic competent, they should develop the ability to perform

speech acts, express, and construe non-literal meaning, also bring discourse and politeness function for knowledge related to cultural aspect. This requirement also applied to semantic as well because both of the context enrolls in study of meaning.

When someone has already achieved the aspects of semantic and pragmatic, and they combine those competent with their language ability, on the next phase the language user can identify how fluent they are with language test. The language test is credential accepted to determine language ability as long as the purpose met and the chosen test is appropriate (McNamara, 2010). TOEFL is one of standardized language proficiency test which its rate of applying increases along with the L2 English learner numbers. Through the years this test is determined to score the English user ability, this test result is also a must requirement in the certain application.

The researcher in this paper will contribute about analyzing semantic and pragmatic content which is inserted as the element of the question in the TOEFL test. There is a purpose why semantic and pragmatic were a part in the test construct. On the previous explanation from Trudgil (2000), a conversation in daily life can become a semantic and pragmatic context. Thus, this phenomenon used to create an authenticity in a test which means the test taker should comprehend a situational English conversation in real life and make the test maker to consider an authentic response (McNamara, 2010). Authentic materials for the test such as conversation or dialogue in the listening section will introduce learner to the language “real world”, the language learners will perhaps come across to the outside classroom context and as a result, learners get to listen to and practice the language in and for

meaningful purposes which in turn creates an environment where learners can obtain and increase their knowledge of the language (Edrenius, 2018). The same researcher suggests that authentic materials itself has the meaning which everything that teachers use in class that has not been specifically designed for L2 teaching and learning and where the original intended audience is native speakers.

There is also a reason why researcher is interested in choosing this research title. There are already several research about semantic and pragmatic. However, the previous two studies under the title “*An investigation into Pragmatic Knowledge in Reading Section of TOLIMO, TOEFL, and IELTS Examinations*” by Karbalaee & Rahmanzade (2014) and “*Pragmatic comprehension of High and Low-Level Language Learners*” by Garcia (2004), the study is focusing on how to assess pragmatic and semantic within the test. The two previous study did not mention the basic way on how to identify a test item that has semantic and pragmatic test in proficiency test only with the students score as the variables. It is an interesting point and lead the researcher to conduct a research in point of view of to identify the semantic and pragmatic in the test.

This research could be a concern for the test taker in general. Although it is still uncertain, the use of semantic and pragmatic somehow could be confusing and can create hardship in doing the proficiency test if they are not familiar with those aspects. Therefore, the researcher aims to create a new knowledge and introduces the problem solving of theirs confuses by analyzing the context of semantic and pragmatic in the test. This research could be an insight for the test taker especially for those students who already have a basic competence in sociolinguistic before

taking the test. The researcher only focuses on analyzing TOEFL test other than Proficiency Test i.e. IELTS and TOEIC. is because of the limited capability by focusing one Proficiency test only. It will be too difficult to describe every Proficiency test in a single research with sociolinguistic variable too. TOEFL along with IELTS final score tests are mostly asked in some requirement. According to global statistics over 2.2 million IELTS test is taken every time. The same amount of numbers estimated same with the TOEFL test taker regarding these two tests are the most test that accepted in many countries. Nevertheless, this research will not use the original TOEFL test but the object is the TOP No 1 book published from Forum Tentor Indonesia.

Furthermore, the researcher tried to justify with the urgencies of this research on why the listening part is chosen. TOEFL test section consists of a test construct such as reading, listening, and grammar section. The English Language Education Department in UMM has subjects such as progressive leveling Reading and Listening which taught the TOEFL test preparation. In Reading 4 class, students were taught how to answer such question in TOEFL by using reading methods, guides on selecting main ideas, or understand several synonym and antonym of a word. However, the practice of Listening of TOEFL simulation is still behind compared to the Reading of TOEFL. Students in the Listening 4 class were taught on how to answer the TOEFL audio only without giving several guide or methods and full explanation on the test. The phenomenon that the researcher tried to identify which is semantic and pragmatic context on TOEFL test in the listening section could become a supportive learning material or an awareness. Students or

the lecturer may use this research as a way to become more familiar with listening on TOEFL. The research object of this research which is the TOP No 1 TOEFL is also expected to be worthy. This book is already been in the possession of several students in ELED because they have purchased it before when the book was on sale in the campus. Thus, the students can relate to the book and try themselves to learn while understanding it with the help of this research findings.

## **1.2 Research Problem**

1. What are the semantic contexts found in the listening section of the TOEFL Try Out simulation?
2. What are the pragmatic contexts found in the listening section of the TOEFL Try Out simulation?

## **1.3 Research Objective**

1. To determine semantic contexts found in Listening section of TOEFL try out test simulation.
2. To determine pragmatic contexts found in Listening section of TOEFL try out test simulation.

## **1.4 Research Significance**

This research has several aims for

1. Lecturer:

This research result can become a consideration and new idea on teaching.

Lecturer who in their syllabus are teaching proficiency simulation test can have

an understanding about semantic and pragmatic, then explain to their students to have fully mastered of the material and can become a test guidance for answering the TOEFL test.

## 2. English students

The researcher hopes the English students' awareness of the urgency in learning semantic and pragmatic aspect increase because they need to fully comprehend the aspect because it will be helpful if they are going to take the TOEFL test and need to get the score for it.

## 3. Test maker

The result of the test is possible becoming test maker or future test maker as a base of constructing, before creating language test that is truly proper for test taker. It will affect the construct of test to be more acceptable because of semantic and pragmatic element that make it authentic.

### **1.5 Scope of Limitation**

The research focuses about sociolinguistic aspect in the TOEFL simulation "TOP No.1 TOEFL" (2015) Published by FORUM TENTOR INDONESIA. The scope on this research is the semantic and pragmatic context in Try Out tests. The limitation in this research is the Listening section in the book, not the section Grammar and Reading test section.

## 1.6 Definition of Key Term

For avoiding misunderstanding on certain terms used in this research, the researcher inserts key term such as:

- **Semantic** is study the real meaning and put asides the particular purpose of speaker wants to deliver (Yule, 2010).
- **Pragmatic** is reviews in the study of hidden meaning context (Yule, 2010).
- **TOEFL test** is Standard Language Proficiency Test (SLP), part of language test to measure test taker proficiency in English. In this research, it is only a simulation test or predicted test.
- **TOP NO 1 TOEFL** is a book published in 2015 by Forum Tentor Indonesia. The book consisted of TOEFL simulation test for the Listening, Reading, and Grammar section. This book used for this research because it will be more related for the students in ELED UMM due to the book happened to be promoted and sold in UMM and several students have the book. Therefore, if they interested in this research and have the book too they can easily relate it.